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SUMMARY OF THE HAMILTON BOARD OF EDUCATION ORGANIZATION CHANGE PROJECT

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S U M M A R Y

ORGANIZATION CHANGE PROJECT

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

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INTRODUCTION

The Hamilton Board of Education has just completed a systematic review of its organization and structure, and is resolved to embark upon an exciting and innovative process of implementing wide-spread changes in the structure and functioning of all major elements of the Board including:

- The Board of Trustees
- The Education Centre
- Field Operations

We as a Board are justly proud of our fine tradition of delivering high quality educational programs and services to the Hamilton community. As is the case with other Public School Boards, this is being accomplished within the context of an increasingly complex and turbulent **external** environment confronting such issues as:

- declining enrolment,
- separate school funding,
- increasing demand for new and different programs
  e.g. Adult Education, Co-op Education,
  French Immerison, Computers in Education, etc.,

as well as an onslaught of changing legislative and Ministry requirements (i.e. OSIS), coupled with **internal** concerns over a progressively aging teacher and staff profile.

Thus, although our resource base is shrinking, the variety and complexity of the demands to which we must respond to is growing. In this setting, we have perceived an opportunity for the Hamilton Board of Education to look critically and creatively at the functioning of our organization, and to develop policies, structures and practises that will effectively and efficiently promote and support a proactive, innovative organization system.

THE NEW ORGANIZATION STRUCTURE

The proposed organization structure, diagramatically illustrated in **Figure I** is a new design that will support our goal for "excellence" in education and service to the Hamilton community. The detailed organizational design work including goals and objectives, job design, staffing, and job descriptions, will be developed during the implementation process.

RATIONALE

We believe that the improved organization structure will:

- **Strengthen** our orientation to the field, the student, and the community;
- **Increase** our responsiveness to environmental changes, recognizing constraints as well as new opportunities;
- **Clarify** roles, accountabilities, goals, commitments, and key priorities to minimize conflict, excessive workload and job dissatisfaction; and **promote** effective problem-solving and decision-making;
- **Increase** opportunities for communication between Staff, Administration, and Trustees to expedite solutions to problems and their implementation;
- **Harness** the energy, dedication, skill, and talent of all our employees in order to **promote** both individual satisfaction and organizational effectiveness.
- **Resolve** tension and **build** faith and respect between **all** elements of the Hamilton Board of Education.

THE NEW DESIGN

The new design proposes the creation of the **Office of the Director** in which a new Associate Director of Education reports to the Board through the Director. The **Associate Director of Education** would have primary accountability for ensuring that excellence in educational programs and services, in response to the needs of the students and community, is maintained through a revitalized and strengthened service delivery system, i.e. fully integrated, decentralized Area Offices staffed with teams of consultants responsible for field support, implementation of curriculum and special services. (The centralized Curriculum and Special Services Department will be responsible for management, and research and development.)

The new design proposes that the Area Superintendents, and the Superintendent of Plant Operations will report directly to the Associate Director of Education (see **Figure I**). The purpose of this configuration is to decentralize and integrate the various elements of the organization that pertain to the direct management of school operations thus:

- facilitating effective communication and interaction with the support and service elements based within the Education Centre;
- strengthening the capability of the system to implement its programs and policies, monitor local issues and adapt and respond to them;
- ensuring school operations are conducted within the context of the Board's mission, goals, and management philosophy, policies and practises;
- facilitating the field's ability to access the resources available to it;
- providing direct input and guidance to the central and system-wide development of policies, systems, and services.

- strengthening the ties between the various elements i.e. Trustees, Senior Officials, Education Centre employees, Area Offices and schools,

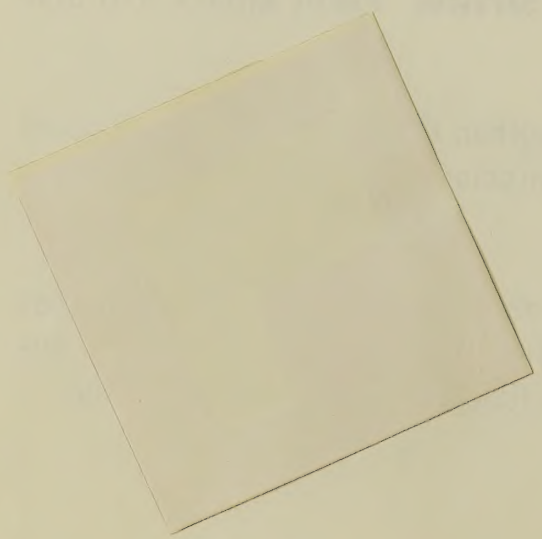
- building a climate of mutual trust, respect, and co-operation.

The design proposes reducing the current six Areas to four and removing those accountabilities which interfere with and distract from a **field effectiveness** focus. The four Areas are designed to overlap the Hamilton wards. Each Area Superintendent would thus be responsible to two wards and therefore four Trustees. The design is predicated upon the development of a partnership between the Administration, the Trustees, and field personnel. The Area Offices will have the primary accountability, structure and delivery system to provide a direct service to the needs of both current and future clients/students and to the Hamilton community. This accountability rests not only with the teaching staff, but with every sector in the organization, from Caretakers, to Support Staff, to the Maintenance and Engineering groups.

Reporting to the Director are four integrated centralized functions headed by the Superintendent of **Human Resources**, the Superintendent of **Information Services** (data processing), the Superintendent of **Finance**, and the Superintendent of **Curriculum and Special Services**. **Public Affairs** will also report to the Director.

The purpose of this initiative is to strengthen the Board's central support and service capability in all areas. The mission of each of these functions is summarized in **Figure I**.

The Associate Director will have a secondary responsibility to ensure that these staff functions are in fact providing the necessary support to the operations functions in order for them to function in an optimal fashion.



THE NEW MANAGEMENT TEAM

These four **Superintendents** of the central support and service functions along with the **Area Superintendents** make up the **Senior Management Committee** (SMC) of the Board reporting to the Office of the Director.

We believe that the Hamilton Board of Education is in need of creative solutions to complex problems. With a team made up of the Associate Director, the Area Superintendent, the Principal and the ward Trustees, excellence and creativity can be nurtured through an atmosphere where innovation and direct action is supported, such that people (and therefore the organization) can learn, grow, and accomplish desirable objectives.

We believe that this new partnership will facilitate communication, informal problem solving, negotiating and direction setting among and between Trustees, Administration, Principals, Teachers, Students and the Community. The result will be greater clarity in terms of tasks and priorities, and increased service effectiveness.

To support the above, the Associate Director of Education, who would be located at the Education Centre, becomes responsible for managing the integration of functions across the four Areas, deciding, in conjunction with the Area Superintendents and the Board, key differences in services to be provided within and across the Areas, filtering and prioritizing anticipated needs that impact the Areas, and supporting pilot projects to test new and innovative ideas in the field.

THE BOARD OF TRUSTEES

To facilitate these changes the Board of Trustees will be changing its committee structures along the following lines:

* the current **two** Standing Committees of the Board will be replaced by **three** committees labelled:

    - Personnel & Organization,
    - Operations Management,
    - New Development,

* the *ad hoc* committees should continue as required.

The following diagram visualizes the relationship between the administration and these **three** new committees.

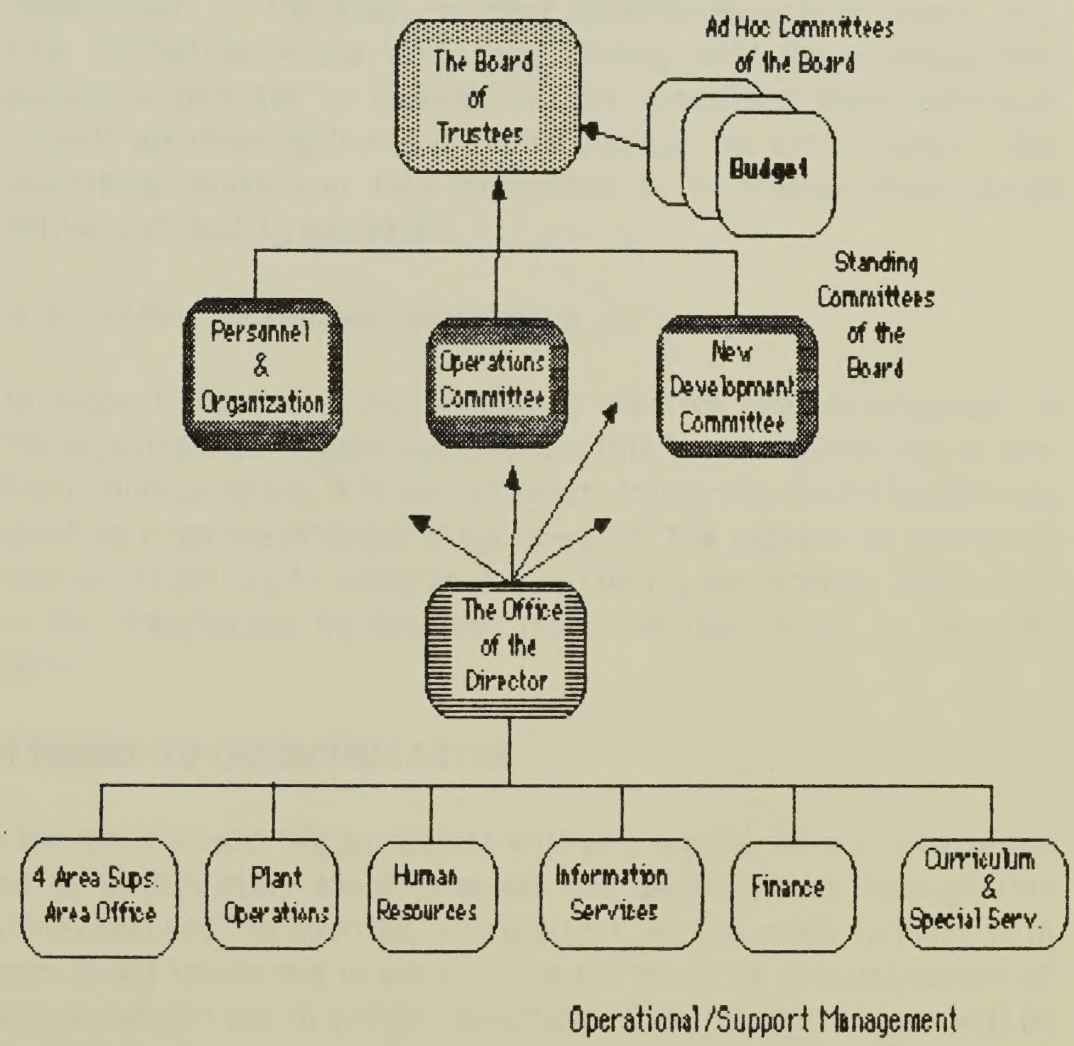
The role of the **Personnel & Organization Committee** will be:

* to develop the underlying philosophy by which Human Resources policies and practices are measured and to ensure that Senior Management is accountable for their implementation.

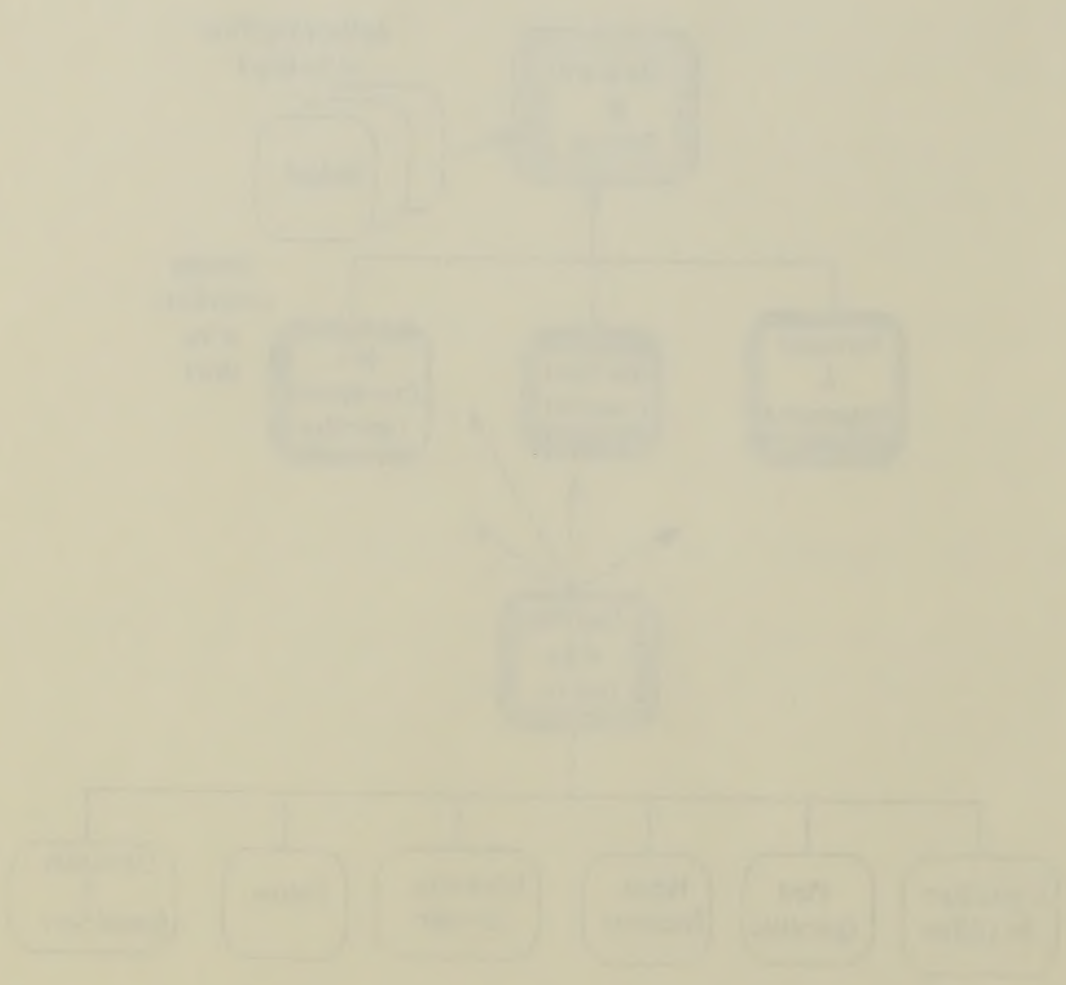
* to ensure that the philosophy deals with the organization's commitment to and responsibility for:

    - productivity and performance evaluations,
    - professional development,
    - human resource planning and development,
    - job descriptions, job evaluation and equal pay for work of equal value,
    - ensuring adequate working conditions,
    - ensuring appropriate recognition,
    - ensuring effective labour relations and collective bargaining,
    - an effective policy of affirmative action and race relations,
    - staffing/recruitment,

Fundamentally, the role of this committee is to assert that excellent organizations treat their employees as the root source of quality and productivity. This committee must ensure that this happens.



The relationship of the staff support functions to the proposed trustee committees



The role of the **Operations Management Committee** is:

* to ensure the effective supervision of all aspects of the Hamilton Board of Education's current program. This includes financial management, implementation of curriculum and special services, management of the plant, current automation effectiveness, etc. This committee would work very closely with the proposed new Associate Director to ensure that the Areas and their individual schools are meeting the specific demands of the constituents. The overriding mission of this committee is to provide unparalleled delivery of quality education.

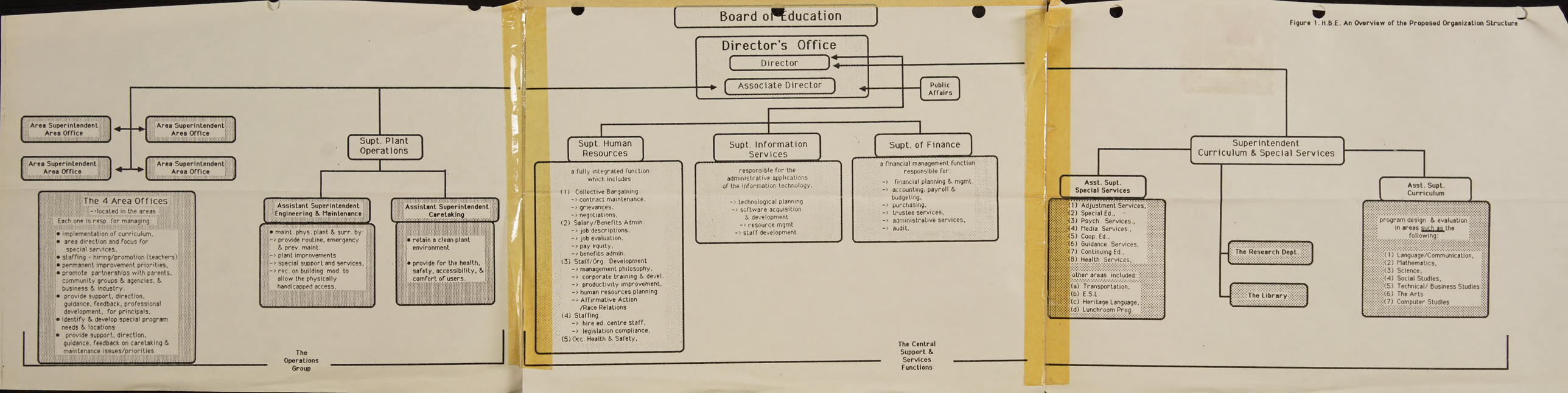
The role of the **New Development Committee** is:

* to support, facilitate and encourage creative new development in the organization. Regardless whether this is new technology or new curriculum program, if it doesn't exist, this group should be actively involved from the proposal stage upwards. The success of this group lies in its ability to envision a new reality and provide assistance in its translation, by degrees, from the idea stage to concrete terms.

COMMITMENT TO COMMUNICATION

This is the first in what we anticipate will be a regular series of bulletins intended to inform staff about progress and developments through this transitional process. In addition, every effort will be made to meet with employees at **all** levels and in **all** areas of the Board to discuss issues of interest and concern and to answer questions. Over the summer we will be doing further planning and development in order to get the implementation project underway and we will be reporting back to you in September.

Figure 1. H.B.E. An Overview of the Proposed Organization Structure



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